

Al-Faisal College

ANNUAL REPORT 2015



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Introduction

Al-Faisal College is an independent co-educational school which caters for students from Kindergarten to Year 12. The school has 3 premises: Al-Faisal College (Auburn), Al-Faisal College – Campbelltown (Minto) and Al-Faisal College – Liverpool (Austral). The core aim of the College is to ensure that every child has the ability to learn and reach their maximum potential.

Al-Faisal College (Auburn) official opened on 27 April, 1998. In its first year of operation, enrolment numbers included 49 students spread amongst 3 classes, from Kindergarten to Year Two with 3 staff members. Owing to community demand, the College has grown significantly with over 1800 current student enrolments.

Al-Faisal College's expansion led to the acquirement of a second school in the Minto area, Al-Faisal College – Campbelltown (formerly known as Iqra College Grammar) across K-12 in 2013. During that period the school had a student population of 402 students, however now it has close to 500 students.

In 2015, a new school - Al-Faisal College-Liverpool opened on the 27th of April with initially 1 student enrolment. However, by the end of 2015 the student numbers had grown to 40 across K-2. We are anticipating expanding the campus to cater for K-6 in 2016.

Al-Faisal College is very pleased of our students' achievement in particularly the NAPLAN and HSC. The College was also ranked 96th in the State in the HSC in 2015.

Al-Faisal College provides an environment which promotes cultural tolerance, compassion and living in harmony with other communities. Students are taught to understand and acknowledge the cultural and linguistic diversity within the Australian community.

Al-Faisal College is proud of the support and guidance offered to students. We aim to assist every student to strive for academic and personal success, by providing highly trained and qualified staff, who have experience in a wide range of teaching and learning strategies, to cater for the individual differences and the needs of the students. It is the underlying policy of the school to employ teachers based on merit regardless of their cultural background, creed or religious affiliations. Although all the students are Muslims, 40% of staff are non-Muslims.

Al-Faisal College is managed by a Board of Directors. The College Board is predominantly responsible for the governance of the School. The Director of Education of the College is also the Secretary of the Board. The

Executive Principal is responsible for the daily management of the College including curriculum implementation, student welfare, staff selection, Work Health and Safety, staff professional development, etc. Every member of the College Board is a “responsible person” as defined in the Education Act.

Al-Faisal College Educational and Financial Reporting Policy

Policy

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as required from time to time.

Annual Report Procedures and Publication Requirements

Procedures for implementing the policy include:

- The Principal and/or their delegated representative being responsible for co-ordinating the final preparation and distribution of the annual report to Board of Studies, Teaching and Educational Standards (BOSTES) and other stakeholders as required
- for each reporting area, the Principal and/or their delegated representative being responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the BOSTES through RANGS Online
- setting the annual schedule for:
 - delivery of information for each reporting area to the Principal and/or their delegated representative coordinating the report
 - preparation and publication of the report
 - providing the report in electronic form to the BOSTES on RANGS Online by 30 June 2015
 - public disclosure of the report by making it available on the internet (eg the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Requests for Additional Data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Principal and/or their delegated representative are responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

Reporting Area 1: A Message from Key Bodies

Managing Director's Message

I am delighted to write a message on behalf of Al-Faisal College Board for 2015. 2015 has been a successful year for Al-Faisal College. We have been truly blessed with amazing staff who have ensured that school goals and aims were implemented. As a school, our core belief is that every student has the ability to learn regardless of gender or background. We view all students as partners in the learning process and aspire to provide the best resources and programs for them. On that note, I personally congratulate our students on their excellent achievements especially in the NAPLAN and HSC results. We are very proud of our students' progress and wish them continued success in the future.

The College this year has had a number of initiatives rolled out across the three schools. First and foremost, the main construction works in Auburn Building D was completed and opened. Our students had access to the state of the art Kitchen in our Trade Training Centre, new green grass playgrounds and refurbished science labs. Second, the Campbelltown School in Minto had a number of specialist area rooms upgraded with brand new resources, additional computers, SMARTboards for all new rooms and science equipment for the primary students. Third, Al-Faisal College expanded and opened a new K-2 school at Austral-Liverpool region on the 27th of April 2015 with initially 1 student and by the end of the year our numbers had grown to 40. We hope that by 2016 our students will be able to move to the permanent buildings from the demountable.

The College has appointed new staff members in light of additional student numbers across our three schools and invested into their professional development. By providing staff with training in various fields, staff will be able to deliver the school programs with relative ease.

I would like to take this opportunity to thank the Australian Government, the Association of Independent Schools (AIS), Auburn City Council, Auburn Police, Campbelltown Council, Liverpool Council, and Australian Defence Force. Thanks to our Executive Principal Mrs Adra Khan, Director of Education, Dr I. Ali, Deputy Principals, Heads of Colleges, the coordinators and teaching and non-teaching staff for their time and hard work at Al-Faisal College.

Finally, I would like to thank the parents for their continuous support to the College and thank the students for their efforts.

May God bless you all,

Mr Shafiq R. Abdullah Khan
Managing Director of Al-Faisal Colleges

Principal's Message

It gives me great pleasure to write about Al-Faisal College's achievements and progress in the year 2015.

Al-Faisal College is growing from one strength to another. On the 27th April 2015 the College opened a third school in Austral (Liverpool Area) from K-2 with a small number of students. The school is growing and we hope to cater for K-6 next year and then high school.

At Al-Faisal College we aim to upskill the professionalism of teachers by providing them with professional development courses mainly organised by the Association of Independent Schools (AIS) in order to increase the delivery of content, field knowledge and pedagogical awareness. These courses provided teachers with opportunities to refine their skills in order to effectively teach and program using evidence based research and data.

Our results in the NAPLAN Tests for years 3, 5, 7 and 9 were extremely pleasing and we are very proud of our students' results.

Similarly, our HSC results were delightful. The College ranked 96th in the State of NSW. In Arabic Continuers, one of our students ranked in first position. We were also able to secure the second, fourth, fifth and sixth positions in the State. All students from Al-Faisal College (Auburn) and Al-Faisal College – Campbelltown (Minto) were able to gain placement at Universities. We also have a number of students who received scholarships from prestigious universities in the State.

At our three campuses we emphasis on students' learning, welfare and wellbeing and values education. Our students have participated in a number of conferences and seminars to extend their leadership and social skills.

To conclude I would like to thank the Australian Government, Auburn, Campbelltown and Liverpool Councils for their continuous support to our Colleges. Special thanks to the Association of Independent School (AIS) for their great assistance. The AIS have always provided our staff with courses both face-to-face and online modes to enable them to up-skill their planning, programming and teaching.

Many thanks to the Managing Director of the College Mr Shafiq Khan and the Board of the College for their tremendous effort and providing all the facilities and resources for the expansion of the College.

Also a special thanks to our Director of Education, Dr Intaj Ali, Deputy Principals, Head of Colleges, Head of Studies, Head of Welfare, Curriculum Co-ordinators, teaching and non-teaching staff for their dedication and effort and contributing to the success of Al-Faisal College.

Finally, I would like to thank the parents of our students for their cooperation and support to the College. Last but not least thanks to our students for their hard work and great achievement.

Mrs G. Adra Khan
Executive Principal

Primary Student Representative Council

Al-Faisal College acknowledges the importance of leadership within the student body. The Student Representative Council (SRC) provides an avenue for students to express views, share ideas and provides opportunities for students to take on leadership roles.

Leaders in the Primary School:

Class captains: (one girl and one boy) per class from Kindergarten to Year 6 elected per term.

SRC:

Prefects: Six girls and six boys from Year 6.

Captains: One girl and one boy from Year 6. Students are selected through an election process.

The SRC in 2015 undertook many responsibilities in many different aspects of their schooling. In these initiatives, students were able to develop and participate in a range of school-wide projects, attended self-development and leadership workshops and represent their school in a number of events.

Events that the SRC participated in ranged from leadership programs to representing the school at state events. Captains and Prefects in Year 6 attended the:

- 2015 National Young Leaders Day
- 2015 Primary Impact Leadership Conference.
- ANZAC remembrance service held at the ANZAC Memorial in Hyde Park Sydney.

Students met with the SRC teacher on a regular basis. In these meetings, students discussed possible initiatives they wanted to develop, upcoming events in school and community and leadership skills were also a matter discussed in these meetings. Minutes were recorded and distributed to students.

Throughout the year, students were encouraged to develop a number of initiatives during the school year.

The SRC undertook the following roles:

- The annual Ramadan campaign encouraged students to support those less fortunate than themselves. Families were encouraged to donate toys and items for the elderly. Some students visited hospitals and distributed toys to sick children.
- During the month of Ramadan, the SRC created a charity drive in order to collect money to distribute amongst charities.
- Took on roles as peer mentors during lunch times. In these sessions, the SRC students worked on self-esteem and social skills with students from Year 2.
- Leading roles in hosting grade assemblies, Annual Presentation day and Kindergarten Orientation Day.
- Participated in the Peer Support Program, where students developed skills in effective leadership, problem solving, decision making strategies, commitment and responsibility.
- Outstanding citizenship and leadership qualities were recognised with a Year 6 student receiving the Auburn Review Pictorial “School Citizenship Award”.

High School Student Representative Council

The AFC School Leadership Program provides opportunities and pathways for the continuous development of student leadership skills. The program encourages and invites all students to learn about, experience and take part in leadership responsibilities and roles at each campus. The values that are promoted by such experiences include co-operation, participation, commitment and providing services to others.

The College program encompasses leadership opportunities and experiences at the class level, the year level and at the whole school level. These groups come together under the banner of the Student Representative Council.

In 2015 the Council consisted of the class captains and vice captains, school prefects and the school captains.

Below are some of the events in which the 2015 SRC of Auburn, Campbelltown and Liverpool campuses were active participants:

- The Year 10 captains represented the school at the inaugural civics and citizenship program “Make a Difference Day” at Parliament House Sydney.
- Our 7-10 class captains participated in the 2015 Grip Leadership Conference.
- The Year 9 captains and vice captains represented the College at the interfaith “Respect, Understanding and Acceptance” day at UNSW, Kensington campus.
- The school captains participated in the Secondary Schools Leadership Program at Parliament House, Sydney.
- The senior prefects and school captains participated in the "RSL and Schools Remember ANZAC Commemoration Service" at the ANZAC Memorial in Hyde Park, Sydney.
- The school captains represented the school at the annual Remembrance Day ceremony held at the Auburn RSL.
- Two senior prefects participated in the “Entrepreneurial Seminar” hosted by BOSTES in their Sydney offices.
- The Year 10 captains attended the annual youth leaders’ day, “IDEATION” organised by Multicultural NSW at the Powerhouse Museum.
- Four senior prefects were selected to join the Reid Student Advisory Panel chaired by Mr. Craig Laundy MP.
- Two senior prefects participated in the Year 11 Young Women's Leadership Seminar at Parliament House, Sydney.
- One senior prefect participated in the NSW School's Constitutional Convention at NSW Parliament House, Sydney. The student was also selected to address parliament in Canberra.
- The Year 10 captains, boys, attended the Global Dignity Day at NSW Parliament House, Sydney.

Reporting Area 2: School Context

Al-Faisal College was established by the Australian Islamic Cultural Centre (AICC) in 1998. In January 2013, the AICC acquired Iqra Grammar College which is now named Al-Faisal College Campbelltown Campus and established its third campus in Austral in 2015.

The three campuses are managed by one School Board. The school aims to provide secular and religious education in an Islamic environment. It also aims to develop each child intellectually, physically, emotionally, socially, morally, aesthetically, spiritually and vocationally so that students are happy, productive and successful citizens of Australia.

The school has progressed dramatically since its inception from 49 students in Grades K-2 to over 1800 students at the main campus in Auburn. The Campbelltown campus has also recorded a significant increase in students' enrolment rising from 6 students in 2006 (Iqra Grammar College) to 490 in 2015 (Al-Faisal College - Currently). The Austral campus began operating in April 2015 with 1 student enrolment and ended the year with over 40 students.

The problem the College faces is not recruiting students but in selecting them from the large numbers who wish to enroll at the school. The majority of the students are from low socio-economic backgrounds and so it is a credit to the school to see these students excel in their school work and contribute positively to the Australian society.

At the Auburn campus, the students' NAPLAN results in Years 3, 5, 7 and 9 and HSC exams have been extremely pleasing. It is an academic-orientated school and since the College's first cohort of Year 12 students in 2008, all students have been able to gain university entrance.

The College was ranked 96th in the State in 2015 in the HSC.

A great deal of resources and effort is being expended to raise the standard and the College is confident that significant gains will be made in the coming years.

The College has employed specialist curriculum coordinators and introduced Multilit/Minilit Intervention Programs into the school to enhance literacy development skills amongst students with learning difficulties. This coupled with the support of paraprofessionals within mainstream classrooms has assisted in the development of higher levels of proficiency in the students' first language as well as in their second language.

The on-going improvement of teacher quality is a feature of paramount importance at the College. All staff at the College are involved in a continuous cycle of learning through high levels of access to professional development opportunities. Participation in workshops and in-service courses increase opportunities for teachers to gain knowledge and effective skills in order to interact with one another and with external consultants. The gains in knowledge and actions will inevitably lead to improved academic performance within classrooms.

Students across the three campuses participate actively in co-curricular activities. Field trips and excursions are integral parts of the teaching program of the school. The students enjoy participating in weekly sporting activities, accessing both onsite and off-site facilities and regularly engaging in sport gala days with other schools.

The College meets the requirements of all relevant federal and state legislation.

The Australian Islamic Cultural Centre had planned to make Al-Faisal College a model school. The school is well positioned in achieving this goal.

Further contextual informational about Al-Faisal College can be located on the My School website:
<http://www.myschool.edu.au>.

Reporting Area 3: Student Performance and National and Statewide Tests and Examinations

Introduction

Al-Faisal College has participated in various state-wide tests and examinations throughout 2015. The testing has been introduced by the Federal Government so that parents will have an indication on how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling.

Al-Faisal College enjoyed a great deal of success in the 2015 NAPLAN exams which further improved on the already high standard established in 2014. In most areas we exceeded the national average with these results supported by the College's proactive intervention strategies targeting literacy and reading through our Minilit/Multilit, Corrective Reading and after school supplementary programs. In 2015, Al-Faisal College was among the ten most improved secondary schools in the nation.

An analysis of these results assists College planning and is used to support teaching and learning programs as well as monitoring literacy and numeracy development over time.

In 2015, our students also sat for the Higher School Certificate (HSC). Our eighth cohort of HSC students recorded impressive results in the exams being ranked 96th in the State with 94% of students being offered admission into a university undergraduate degree.

1. NAPLAN

Years 3, 5, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The testing was introduced by the Federal Government in 2008 so that parents will have an indication of how their child is performing nationally, in these important areas of education, in relation to students at the same stage of schooling across Australia. An analysis of these results assists school planning and is used to support teaching and learning programs.

Results obtained from NAPLAN exams provide the College with a wealth of data showing the percentages of students who achieved particular skill bands in numeracy as well as the components of literacy. Literacy is reported in four content strands (components): Reading, Writing, Spelling and Grammar and Punctuation. Numeracy is reported as a single content strand.

The results are reported against achievement bands with 6 bands assigned to each year level:

- Band 1 - Band 6 for Year 3
- Band 3 - Band 8 for Year 5
- Band 4 - Band 9 for Year 7
- Band 5 - Band 10 for Year 9

The individual student report shows a comparison of the student's result to the national average for the year. The lowest band indicates a student is achieving below the national minimum standard and the second lowest band indicates the student is achieving at the national minimum standard.

The performance of Al-Faisal College's students indicates outstanding results in many areas of both literacy and numeracy across the 2015 NAPLAN years.

Further information regarding school performance in NAPLAN against State and National trends is available from the school administration office. Additional information can also be accessed from the MySchool website (<http://www.myschool.edu.au/>). The school results shown are compared to students nationally.

Reporting Area 4: Senior Secondary Outcomes

Record of School Achievement (RoSA)

The College did not have any students that required the award of a Record of School Achievement (RoSA).

Higher School Certificate (HSC)

In 2015, 90 students sat for the NSW Higher School Certificate in 15 courses. Our top HSC achiever this year scored an ATAR of 99.65. In total, 97% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 56% of these placed in Bands 5 and 6 (80-100 marks). Of the 11 candidates who sat for a one unit extension course, 81% achieved Band E4. With the exception of Community and Family Studies, student achievement was above state level in all other courses undertaken. This has been the trend over the past 3 years. This is a pleasing result, considering this as the eighth year that Year 12 students sat the HSC in 2015 at Al-Faisal College. This is the second year Al-Faisal College has operated as a Multi-Campus school in presenting students for the HSC.

Arabic Continuers results display significant growth, with 5 of the 7 students achieving Band 6 results, making the BOSTES 'First Place in Course' and 'Top Achievers' lists.

Senior Science recorded the highest number of Band 6 results (11 students), an increase of 2 from last year's Biology (9 Students).

Board Developed Courses (2 unit)

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
Arabic Continuers	2015	11	11	100.00	57.05	+42.95
	2014	10	6	60.00	56.39	+3.61
	2013	11	7	63.63	51.00	+12.63
	2012	5	4	80.00	52.15	+27.85
Biology	2015	55	29	52.72	27.96	+24.76
	2014	63	28	44.43	28.23	+16.20
	2013	25	13	52.00	32.93	+19.07
	2012	19	6	31.57	26.76	+4.81
Business Studies	2015	49	20	40.80	35.89	+4.91
	2014	32	16	50.00	36.95	+13.05
	2013	17	11	64.69	34.85	+29.84
	2012	19	9	47.36	38.13	+9.23
Chemistry	2015	12	10	83.32	41.06	+42.26
	2014	26	16	61.53	46.09	+15.44
	2013	14	7	49.99	41.63	+8.36
	2012	8	3	37.50	42.60	-5.1
Community & Family Studies	2015	30	5	16.66	31.96	-15.30
	2014	17	15	88.22	8.68	+79.54
	2013	9	5	55.55	33.74	+21.81
	2012	11	8	72.72	36.08	+36.64

English (Standard)	2015	48	6	12.50	8.31	+4.19
	2014	51	13	25.49	8.16	+17.33
	2013	24	5	20.83	6.83	+14.00
	2012	23	7	30.43	15.75	+14.68

Subject	Year	No. of Students	No. of Band 5 and 6s	Performance band achievement by %		
				Bands 5-6		
				School	State-wide	Difference
English (Advanced)	2015	40	26	65.00	57.82	+7.18
	2014	39	28	71.79	59.30	+12.49
	2013	18	12	66.66	53.01	+13.65
	2012	12	11	91.66	54.09	+37.57
Legal Studies	2015	20	11	55.00	40.14	+14.86
	2014	36	25	69.44	39.63	+29.81
	2013	8	5	62.50	42.57	+19.93
	2012	13	8	61.53	40.24	+21.29
General Mathematics	2015	46	18	39.12	25.64	+13.48
	2014	41	20	48.77	25.00	+23.77
	2013	24	14	58.33	20.83	+37.50
	2012	18	9	49.99	22.05	+27.94
Mathematics	2015	32	24	74.99	52.32	+22.67
	2014	28	21	75.00	53.74	+21.26
	2013	18	15	83.33	49.24	+34.09
	2012	8	8	100.00	52.50	+47.50
Personal Development, Health & Physical Education	2015	21	11	52.37	29.63	+22.74
	2014	8	0	0.0	30.49	-30.49
	2013	N/A	N/A			
Physics	2015	6	4	66.66	28.76	+37.90
	2014	17	6	35.29	31.09	+4.2
	2013	11	3	27.27	33.36	-06.09
	2012	7	2	28.57	34.05	-5.48
Senior Science	2015	50	36	72.00	28.03	+43.97
	2014	22	21	95.44	36.45	+58.99
	2013	12	7	58.32	38.74	+19.58
	2012	N/A	N/A			

Extension Courses (1 unit)

Subject	Year	No. of Students	No. of Band E3 and E4	Performance band achievement by %		
				Bands E4-E5		
				School	State-wide	Difference
Mathematics Extension 1	2015	11	11	100.00	84.12	+15.88
	2014	5	5	100.00	84.40	+15.60
	2013	1	1	100.00	83.54	+16.46
	2012	2	2	100.00	84.98	+15.02
Mathematics Extension 2	2015	10	10	100.00	86.14	+13.86
	2014	5	5	100.00	86.39	+13.61
	2013	1	1	100.00	87.17	+12.83
	2012	N/A	N/A			

*N/A: No Al-Faisal College candidates for a course during that year.

HSC Honour Roll

All Rounders

	Students	Courses
Al-Faisal College	1	Biology Chemistry English (Advanced) Mathematics Extension 1 Mathematics Extension 2

First Place in Course

	Students	Courses
Al-Faisal College	1	Arabic Continuers

Top Achievers in Course

	Students	Courses
Al-Faisal College	4	Arabic Continuers

Distinguished Achievers

	Students	Courses
Al-Faisal College	35	68

HSC Honour Roll

Subject	Distinguished Achievers
Biology	9
Business Studies	9
Chemistry	2
English (Advanced)	5
Legal Studies	1
Mathematics General	4
Mathematics	3
Mathematics Extension 1	9
Mathematics Extension 2	4
PDHPE	4
Senior Science	11
Arabic Continuers	7
TOTAL	68

Vocational Education and Training (VET)

In 2015, 100% of the Year 12 cohort achieved the HSC. There were no students enrolled in VET courses.

Year 12	Qualification/Certificate	Percentage of Students (Auburn Campus)	Percentage of Students (Campbelltown Campus)
2015	HSC	100%	100%
2015	VET Qualification	0%	0%

Reporting Area 5: Professional Learning and Teacher Standards

Professional Learning

In 2015, Al-Faisal College provided all teaching staff with a range of opportunities to undertake relevant, quality Professional Learning to support their growth and development.

At Al-Faisal College, Professional Learning is seen as an ongoing educational process which should:

- focus on the development of, knowledge of, and skills in pedagogy and pastoral care,
- take into account current research and provide a balance of theory and practice,
- be responsive to the national and state agendas for education,
- support the ongoing religious formation of staff in an Islamic school.

This commitment is articulated through the College Professional Learning Plan which aims to support teachers in designing and implementing a program tailored to individual needs, including those of New Scheme Teachers (NST) through and beyond the accreditation process.

During the year, learning opportunities ranged from whole staff days focusing on a series of issues, workshops devoted to particular teaching and learning areas, and individual staff attending externally provided courses targeting student welfare or specific curriculum areas.

As part of the College's continuous program to create and maintain a safe and supportive learning environment, staff completed or updated their Senior First Aid and CPR qualifications and Asthma management training.

Many areas were addressed as part of the College based professional learning. Refer to the Professional Development log below for a comprehensive list of staff in-services.

2015 Professional Development Log

Date	Time	Location	Presenter(s)	Professional Learning Context	No. of Participants
27/1/15	2 hours	Al-Faisal College	Executive Staff	Introducing the new Mathematics syllabus	62
27/1/15	2 hours	Al-Faisal College	Executive Staff	The 7 Steps to Writing	62

27/01/15	6 hours	Al-Faisal College	MULTILIT	Implementing the PRELIT Program	13
4/3/15	1 hours	AIS	Association of Independent Schools	Student Wellbeing Webinar Series Part A: preventing and managing eating	1
12/3/15	1 hours	AIS	Association of Independent Schools	Student Wellbeing Webinar Series Part B: preventing and managing eating	1
12/3/15	6 hours	AIS	Association of Independent Schools	Hospitality Network Day	1
13/3/15	6 hours	Al-Faisal College	Get Reading Right	Synthetic Phonics	8
20/3/15	6 hours	AIS	Association of Independent Schools	VET Network Day	1
21/3/15	6 hours	Al-Faisal College	REVIVA	Senior First Aid	42
23/3/15	2 hours	Al-Faisal College	Risk Logic	Work Place, Health and Safety(Executive Staff)	8
25/3/15	6 hours	Al-Faisal College	Get Reading Right	Synthetic Phonics	26
27/3/15	1 hour	Al-Faisal College	Executive Staff	Roll Marking Procedures	All staff
27/3/15	6 hours	Hotel Pullman – Hyde Park	Get Reading Right	Synthetic Phonics	4
30/03/15	1 hour	Al-Faisal College	Executive Staff	Child Protection Awareness	All staff
1/4/15	2 hours	Al-Faisal College	Risk Logic	Warden Training and Emergency Procedures	All staff

1/4/15-28/12/15	4 hours	On-line course	Association of Independent Schools	School Governance (Modules 1-4)	4
10/4/15	6 hours	Al-Faisal College	Get Reading Right	Synthetic Phonics	28
17/4/15	4 hours	AIS	Association of Independent Schools	AIS Governance Symposium 2015	4
27/4/15	2 hours	AIS	Association of Independent Schools	The AIS Annual Briefing 2015	2
29/4/15	6 hours	AIS	Association of Independent Schools	Raising the Bar in Legal Studies: helping students engage and achieve	1
4/5/15	6 hours	AIS	Association of Independent Schools	STEM Leadership - Taking Teachers and Students Above and Beyond	1
12/5/15	1 hour	On-line course	Association of Independent Schools	Assessment Essentials in Science: the abridged version - Webinar 1	1
14/5/15	6 hours	AIS	Association of Independent Schools	Brave New World	2
15/5/15	6 hours	AIS	Association of Independent Schools	Business Studies - The Real and Hypothetical through the Use of Case Studies (Part B)	1
18/5/15	1 hour	On-line course	Association of Independent Schools	Assessment Essentials in Science: the abridged version - Webinar 2	1
18/5/15	1 hour	On-line course	Association of Independent Schools	ICT as a General Capability - best practice for teachers and students	3
20/5/15	6 hours	AIS	Association of Independent Schools	Creating Your Experienced Teacher Digital Portfolio	1

5/7/15	1 hour	On-line course	Association of Independent Schools	Familiarisation: NSW Mathematics Syllabus for the Australian Curriculum K-6	1
15/7/15	2 hours	Al-Faisal College	Risk logic	WHS and Emergency Awareness Training	All staff
21/7/15	6 hours	AIS	Association of Independent Schools	Schools Security Seminar: How can we make our schools as safe as possible?	3
29/7/15	1 hour	On-line course	Association of Independent Schools	The Principles of Purposeful Programming	3
31/7/15	1 hour	On-line course	Association of Independent Schools	Obligations in Identifying and Responding to Children and Young People at Risk	All AFC Staff
1/8/15	6 hours	Al-Faisal College	REVIVA	Senior First Aid	13 (Campbelltown Staff)
10/8/15	6 hours	Macquarie Park	MULTILIT	Spell-It Program	1
12/8/15	2 hours	Al-Faisal College	Executive Staff	Utilising Mathematics across K-6	3
19/8/15	2 hours	Al-Faisal College	Executive Staff	Utilising Phonics Hero	3
28/8/15	2 hours	AIS	Association of Independent Schools	Using Technology in the Secondary Science Classroom	2
19/9/15	6 hours	Al-Faisal College	REVIVA	Senior First Aid	118 (Auburn and Liverpool Staff)
14/10/15	2 hours	AIS	Association of Independent Schools	Industry Update for Hospitality Teachers Webinar	1

21/10/15	2 hours	Al-Faisal College	Executive Staff	Induction to the Stepping Stones Maths Program	6
29/10/15	2 hours	AIS	Association of Independent Schools	AIS Institute Launch	1
2/11/15	1 hour	On-line course	Association of Independent Schools	Geography Syllabus Familiarisation 7-10	1
17/11/15	2 hours	On-line course	Association of Independent Schools	Planning and Programming: NSW English Syllabus for the Australian Curriculum 7-10	2
24/11/15	2 hours	AIS	Association of Independent Schools	Teacher Accreditation Authorities Briefings	2
26/11/15	2 hours	On-line course	Association of Independent Schools	An Introduction to the Australian Teacher Performance and Development Framework	1

Teacher Standards

All teaching staff for the year has been categorised into the following three categories:

Category	Number of Teachers (Auburn Campus)	Number of Teachers (Campbelltown Campus)	Number of Teachers (Liverpool Campus)	Total Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	105	27	2	134
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications, or	9	4	0	13
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0	0	0	0

Please note: Any teachers in the third category will be employed owing to their expertise in the content areas and work directly under the supervision of a qualified teacher. Only teachers who are teaching a BOSTES endorsed subject have been included in this figure.

Additional information regarding total number of staff is available on the My School website: <http://www.myschool.edu.au/>

Reporting Area 6: Workforce Composition

Al-Faisal College has a diverse workforce which, at the time of the 2014 census, consisted staff ranging from graduate teachers to staff over 70 years of age. 145 of those were teaching staff delivering courses within the NSW Board of Studies, Teaching and Educational Standards curriculum.

In 2015, Al-Faisal College did not have any indigenous staff.

Workforce Composition	Auburn Campus	Campbelltown Campus	Liverpool Campus	Total Number of Staff
Full-time equivalent teaching staff*	110.8	32.2	2	145
Full-time equivalent non-teaching staff*	19.4	4.6	1	25
Number of indigenous staff*	0	0	0	0

*This figure includes staff employed to teach non-BOSTES subjects.

Additional information pertaining to Al-Faisal College's Workforce Composition is available on the My School website: <http://www.myschool.edu.au>

Reporting Area 7: Student Attendance and Secondary Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance

The College's attendance rate data is available on My School website: <http://www.myschool.edu.au/>

2015 School Attendance Rates			
Year Level	Attendance Rate (Auburn Campus)	Attendance Rate (Campbelltown Campus)	Attendance Rate (Liverpool Campus)
Kindergarten	N/A	N/A	Not applicable due to campus opening mid-year
Year 1	91.33%	89.91%	
Year 2	91.24%	88.79%	
Year 3	93.23%	91.44%	
Year 4	92.70%	89.21%	
Year 5	91.50%	91.07%	
Year 6	90.21%	91.12%	
Year 7	93.51%	89.73%	
Year 8	93.19%	89.52%	
Year 9	91.74%	88.53%	
Year 10	92.38%	89.92%	
Year 11	N/A	N/A	
Year 12	N/A	N/A	
School Average	92.09%	90.02%	

Management of Non-Attendance

Attendance of all students is checked on a daily basis by designated class (K-6) and roll call (7-12) teachers. Attendance is marked on individual class rolls and transferred to a central storage data bank by the Office (*Edumate*). The following procedures take place to record and monitor student attendance:

1. Attendance for students is from 8:30am to 3:30pm. Unless students participate in before or afterschool extension classes.
2. All rolls must be returned to the (K-12) office by 9:30am.
3. A print out of all daily student absences is issued to Deputy and Head of Welfare and posted in staff rooms.
4. Attendance rolls are to be kept as required by law and available for inspection at any time. Rolls must be returned to the office daily after roll call (before 9:30am) by Primary (K-6) and Secondary (7-12) teachers.
5. Students who are absent for three consecutive days are to be reported by the class/roll call teacher to the Deputy (K-6), Head of Welfare (7-12) and Office (Auburn Campus) and Head of Campus and Office (Campbelltown and Austral Campuses). The Office will contact parents of children who are absent for three consecutive days to seek explanation of absence. Parents are also required to notify the school if their child is absent.
6. Upon arrival back at school after absence, students must provide a medical certificate or satisfactory letter of explanation for their absence, signed by their parents. If no written explanation of absence is provided, absence is recorded as 'unexplained'. A large number of unexplained absences may also jeopardise enrolment at Al-Faisal College.
7. Parents will be notified verbally and in writing if students have incurred unsatisfactory attendance records. As a guide unsatisfactory absence is:
 - i. Year K-12: 15 days or more per academic year.
8. Class and roll call teachers, Deputy (K-6) and Head of Welfare (7-12) (Auburn Campus) and Class and roll call teachers and Head of Campus (Campbelltown and Austral Campuses) will monitor class rolls and report any concerns to the Principal.
9. All student attendance records are kept within student files.
10. At the end of each term, total absences are tallied for that period and included on student reports.
11. Chronic absenteeism and/or continued lateness impacting a student's ability to satisfactorily meet school and curriculum requirements may jeopardise enrolment at Al-Faisal College.
12. In such cases students may be placed on probation. A meeting with the Principal, Deputy or Head of Campus may also be required if student attendance record does not improve.
13. The register of enrolments is retained by the school for at least 5 years before archiving.
14. The register of daily attendances is retained by the school for a period of 7 years from the date of last entry.

Student Retention Rates

Student Retention Rates

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school.

Sixty four percent of the 2013 Year 10 cohort completed Year 12 in 2015. The retention rate over the past two years has declined. These results are the first based on a Multi-Campus operation. Based on information provided to the school when students leave, it would appear that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to experience a different school environment.

Retention Rates	Percentage of Students
2015	64%
2014	75%
2013	74%
2012	77%

Post School Destinations

Ninety-four percent of students in the 2015 cohort received main and late round university offers.

The breakdown is as follows:

University	Total
WSU	34
University of Sydney	17
UTS	15
Macquarie University	10
UNSW	7
University of Wollongong	1
Melbourne Institute of Technology (Sydney)	1

The most popular degree courses chosen by Al-Faisal College students in 2015 were as follows:

Course	Total
Combined degrees*	16
Science	13
Engineering	10

Arts	9
Applied science	6
Medical science	5
Business / Law	5

*The most popular combined course option was Business/Law.

Reporting Area 8: Enrolment Policy (Multi-Campus)

1. Objectives - Policy Statement

Al-Faisal College is a co-educational K-12 independent school operating within the policies of the Board of Studies, Teaching and Educational Standards (BOSTES). All students at Al-Faisal College study Arabic (K-10) and Islamic Studies (K-12). This is a compulsory school requirement and must be undertaken satisfactorily.

All students seeking enrolment at Al-Faisal College and their parents are expected to support the religious, academic and cultural aims and goals of the College.

Students are expected to act consistently with the school's ethos and comply with the school rules and expectations as specified in the Al-Faisal College "Conditions of Admission, Enrolment and Entry Policy".

2. The Admissions Process

2.1 Collection Notice – Australian Privacy Principles (APP)

New privacy laws protect personal information that Al-Faisal College collects about students and parents. The school is bound by the Australian Privacy Principles (APP) contained in the Commonwealth Privacy Act. Al-Faisal College may, from time to time, review and update this Privacy Policy to take into account new laws and technology, changes to the school's operations and practices and to make sure it remains appropriate to the changing school environment.

The School collects personal information, including sensitive information, about students and parents / guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting and sharing information is to meet government requirements, such as Annual Reporting, census, parental background data for NAPLAN and MySchool. Additionally the information provided can enable the School to better meet the learning needs of students.

2.2 Expression of Interest Form

Parents are required to fill an "Expression of Interest" form, with the following documentation (See Appendix 1):

- Original documentation is required, such as: children's birth certificate and passport or Australian Citizenship.
- Parents must bring a copy of the child's most recent school report.
- A copy of the Naplan reports (if applicable)
- A copy of an Immunisation History Statement (all primary students)
- Additional medical reports / health care plans (if applicable)
- Guardianship and Custody Order (if applicable)

The "Expression of Interest" form does not guarantee a place in the school.

If parents have supplied the abovementioned documentation and a vacancy exist or be pending, the School Administration staff could organise a suitable time for students to:

- attend an academic assessment / interview, owing to the large number of students seeking admission.
- Kindergarten applicants are selected using an interview process.

Siblings of children already attending the college who have demonstrated ongoing support for the ethos and values of the School will be given priority.

The Enrolment Policy complies with the Privacy & Amendment Act and Disability Discrimination Act.

2.3 Offers and Waiting List

Parents are notified if their children have been offered a place at Al-Faisal College by the School Administration staff.

If the School cannot make an offer because places are no longer available, applicants are automatically placed on the Waiting List until a position becomes available for the current academic year.

Applicants who do not gain a place may re-apply and complete another Expression of Interest form for the following year.

2.4 Acceptance of Offer and Enrolment Form

On accepting the offer of a place at the School, parents must fill an “Enrolment Form”, which includes the School’s “Conditions of Admission, Enrolment and Entry Policy” (policies are subject to change) and pay the non-refundable tuition Fee. (See Appendix 2)

Failure to reply or accept an offer of place, within the specified time may result in the position being withdrawn. Families are requested to inform the School if they no longer wish to apply for a place or remain on the waiting list.

Please note that if families supply incorrect information on the Expression of Interest or Enrolment forms, their application may be declined or an offer may be withdrawn.

2.4.1 Student Medical Records/Health Care Plan:

Parents must inform the School on the Enrolment Form about their children’s medical condition. The School may request additional medical reports, eg speech therapist, diabetes, asthma reports etc to ensure that students are supported in their Health Care Plan and management of prescribed medications (asthma, epilepsy, diabetes, etc) (Refer to Medical Care Policy & Disability Discrimination Act).

2.4.2 Immunisation:

Under the Public Health Act 2010 and the Public Health Regulation 2012, primary schools must request and record the immunisation status of each enrolled child. The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at school under the NSW Public Health Act 2010. The Personal Health Record (Blue Book) is not acceptable evidence.

If a student is not immunised, the School may request parents to keep their children home if there is an outbreak of a vaccine-preventable disease in the school (The Office Administration Staff will maintain the Immunisation Status of Students of Primary Schools – Appendix 3)

2.5 School Fees

- School fees are non-refundable.
- Must be paid prior to the end of the previous school term.
- Any extension of payment time must be requested from the Principal in writing.
- Where there are repeated instances of late payment, the School has the right to require fees to be paid in advance prior to the beginning of the School year. If not so paid, the School may require the student to be withdrawn.

2.6 Discount for Early Payment of Fees

For parents wishing to pay a full year's fees in advance, a discount of 5% is offered on tuition.

3. Continued Enrolment

It is assumed that students at Al-Faisal College will progress from year to year throughout the School, however progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

Pre-requisites for continued enrolment includes satisfactory:

- Payment of school fees by due date.
- Behaviour, appearance, uniform, attendance and use of college facilities and resources.
- Academic performance (class work, homework and assessment) in all Key Learning Areas.
- Restitution: students are required to pay for any items or properties damaged or vandalized (in school or off school grounds). Parents are sent a letter outlining costs of repair. Conditional entry and further probationary consequences, suspension or termination of enrolment may apply.

The School is committed to working with parents to ensure that students meet the aforementioned requirements for promotion. Reasonable adjustments will be taken to support students' learning needs, access and participation in opportunities provided by the school (Refer to Disability Discrimination Policy).

Parents will be notified, if the school believes that a student is not meeting minimum course requirements and it is in the students' best interest to repeat a year.

4. Probationary Enrolment, Suspension and Termination of Enrolment

The School reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their children.

Failure to meet the above-mentioned expectations or breach of rules may lead to probationary enrolment, suspension or termination of enrolment.

If the school believes a mutually beneficial relationship of trust and co-operation between parents and school has broken down, the school may require the student to be withdrawn.

5. Withdrawal from School

One term's notice in writing to the Principal is required before withdrawal of a student from the School. Notice of withdrawal for the following year must be received before the commencement of Term 4.

If a parent withdraws a child to attend another school, to go overseas, to undertake home-schooling or any other reason without the Principal's approval, other siblings will lose their place at the College.

6. Parent information

It is a parent's responsibility to notify the School promptly of a change of address, status or medical condition(s).

Reporting Area 9: Other School Policies

School Policies

General Policies

1. Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the school will vary according to the seriousness of the offence. When advised of the allegation the student and parents will be informed of the steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. **Corporal punishment is prohibited.**
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:
 - informed of the alleged infringement;
 - informed as to who will make the decision on the penalty;
 - informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
 - afforded a right of review or appeal.

Procedures for dealing with complaints against students:

- Outline the alleged behaviour.
- Allow the student to respond.
- Consider the response.
- Indicate Al-Faisal College's view and likely action to the student/parents.
- Allow student/parents the right to be heard.
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
- Make a final decision.

The Procedural Fairness Policy also incorporates:

- Procedures for dealing with complaints against students

- Procedures for dealing with complaints against staff
- Risk Assessment
- The Investigation
- Steps in the Investigation Process
- Findings
- Disciplinary Proceedings
- When the investigation has been completed
- Apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG

Student Welfare Policy (Auburn Campus)

Al- Faisal College aims to develop and implement effective and appropriate student welfare policies so that all students and staff can work together in a safe, harmonious and educationally productive environment. The Al-Faisal College Student Welfare Policy seeks to encourage and instruct students to reach their potential within the framework of student rights, student responsibilities and College regulations.

Student welfare is the responsibility of all members of the College community including staff, parents and students so that a positive culture is created and maintained.

At Al-Faisal College, we seek to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

The student welfare policy aims to promote the development of individual students through programs that meet the personal, social and learning needs of students. Students at risk are provided with early intervention programs.

The student welfare programs within the Al-Faisal College community aim to promote tolerance and respect. It is the responsibility of all members of the School community to ensure the safety and protection of one another.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Executive Principal or found on our school website www.alfaisalcollege.com.

Student Welfare Policy (Campbelltown and Liverpool Campuses)

The school seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students

- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Like any other school, the College has an effective and appropriate Student Welfare Policy and practices, so that all students and staff can work together in a safe, harmonious and educationally productive environment.

The College is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential. The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this school.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The college does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

It is the policy of the College that student welfare is to be ensured and maintained by all staff. Recognising that student welfare covers aspects of a student's academic, school and personal life the college has a multifaceted approach to student welfare including but not limited to the following policies, procedures and practices:

- College Code of Conduct
- College's Educational Philosophy
- Working with Children Policy – compliance with the appropriate legislation and government acts
- Discipline policy
- Attendance policy
- Guardianship policy
- Assessment policy
- House Meetings
- Academic Contracts and associated meetings
- School rules
- Grievance and appeal procedure
- Counselling and counselling referral

Aims

Through the implementation of an effective Student Welfare Policy, we aim to help students develop:

1. A coherent set of values to guide behaviour, now and in the future;
2. Personal and social responsibility for their actions and their consequences;
3. A sense of satisfaction from learning;
4. A sense of personal dignity and worth;
5. A sense of cultural, national and international identity;
6. An ability to communicate effectively;
7. A caring attitude towards others
8. An ability and confidence to form satisfying and stable relationships;
9. A respect for others' opinions and views

The school, together with parents and children, can realise these aims, by developing, implementing, assessing and evaluating:

- quality teaching and learning programs in all curriculum areas;

- general measures to encourage and promote the educational and social development of all students;
- preventative measures to ensure the safety and well-being of all students and school personnel;
- remedial measures to deal with specific students' difficulties and behaviours;
- Sanctions to deal with serious breaches of the policy.

The ultimate goal of an effective Student Welfare Policy is the inculcation of self-discipline and responsible behaviour.

The College is committed to this goal, by:

- a) having a clearly articulated framework for behaviour, realistic goals and high expectations for all students;
- b) helping students understand and experience what is appropriate behaviour, by providing positive role models;
- c) actively teaching and modelling the behaviour we expect;
- d) displaying, sharing and rewarding good or improved behaviour;
- e) raising self-esteem by recognising achievement in various aspects of students' lives;
- f) encouraging students to take ownership of their behaviour, as responsible members of school and wider society;
- g) Working in partnership with parents and carers.
- h) Providing homework which is important in bridging the gap between home and school. Homework activities should reinforce skills and concepts that students learn in class. Homework should:
 - Be a valuable part of schooling
 - Allow for practice, development and consolidation of work done in class
 - Be appropriate for each students age and ability
 - Establish habits of study, concentration and self-discipline
 - Be able to be completed by students with minimal assistance from parents
 - Be relevant to classroom learning, rather than an attempt to learn new tasks or simply be a time consuming activity
- Reaffirm the role of parents and caregivers as partners in education

The location of the full text of Al-Faisal College's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Discipline Policy (Auburn Campus)

Al-Faisal College aims to provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students. While student self-discipline is the ultimate aim, it is supported by a whole school behaviour management policy which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour.

Al-Faisal College aims to provide and maintain a positive, safe and secure environment, in which all students feel valued, supported and have the opportunity to reach their full potential.

We have adopted policies relating to discipline of students based on the principals of procedural fairness. It is the responsibility of the College to determine incidents that require disciplinary action and the nature of penalties that may result from an unbiased decision process.

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

In 2013, the High School award scheme was introduced. The overall aim of the Award Scheme is to acknowledge the participation and achievement, of students in the classroom, in the broader life of the school and in the general community. The scheme has been developed as a continuous and cumulative award system from Years 7 to 12.

Excerpts of the School's Discipline Policy and associated procedures is provided to all members of the School community through:

- Parent Information Booklets
- Student Diaries

The location of the full text of Al-Faisal College's policies can be accessed by request from the Executive Principal or found on our school website www.alfaisalcollege.com.

Discipline Policy (Campbelltown and Liverpool Campuses)

Al-Faisal College prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Al-Faisal College Campbelltown Campus Discipline Policy is designed to encourage students to have respect for themselves, others, the environment and the process of teaching and learning.

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

To ensure procedural fairness for all students, the following process is to be observed:

- Outlining the alleged behaviour
- Allowing the student to respond
- Considering the response
- Indicating the school's view and likely action to the student/parents
- Considering any further comment or appeal particularly in relation to suspension, expulsion or exclusion
- Making a final decision

Promoting Positive Behaviour: Award System

All teachers will distribute awards to students exhibiting positive behaviour and effort in academics. Teacher's Awards will be given out in class and in the playground to reward positive behaviour. 5 Teacher's awards lead to Merit awards which are given out in the fortnightly assemblies. Merit Awards may also be given out for other positive academic or behavioural aspects. 5 Merit Awards lead to a Bronze Award, One Bronze Award plus 5 Merit Awards lead to Silver Award, One Silver Award plus 5 merit awards lead to a Gold Award. One Gold Award plus 5 merit awards lead to an Achievement Trophy which is awarded at the Presentation Night at the end of the year.

Continued instances of negative behaviour may result in:

- Meetings with Parents and Teachers
- Meetings with Principal, Teacher and Parents
- Students being placed on conduct cards
- Exclusion from activities
- Withdrawal from class
- In – school suspension
- Out of school suspension
- Expulsion
- Exclusion

During all stages of behaviour management, procedural fairness will be employed.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Head of College or found on our school website <http://afc.nsw.edu.au/>

Policies for Complaints and Grievances Resolution (Auburn Campus)

The School values its students, staff and parents and believes that a process for the acceptance, monitoring and resolution of conflict, complaints and grievances is in the best interests of maintaining a harmonious, supportive and productive School community.

This grievance policy is aimed at providing a mechanism for resolving grievances in a quick, simple, well defined manner in a supportive and co-operative environment with the utmost confidentiality and sensitivity.

The School's Policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for employee complaints and grievances resolution is provided in Al-Faisal College's Policy Manual and is also available on the school's website.

Processes in relation to student and parent complaints are outlined in the Grievances and Complaints Policy for Parents and Students which is also available on the school's website.

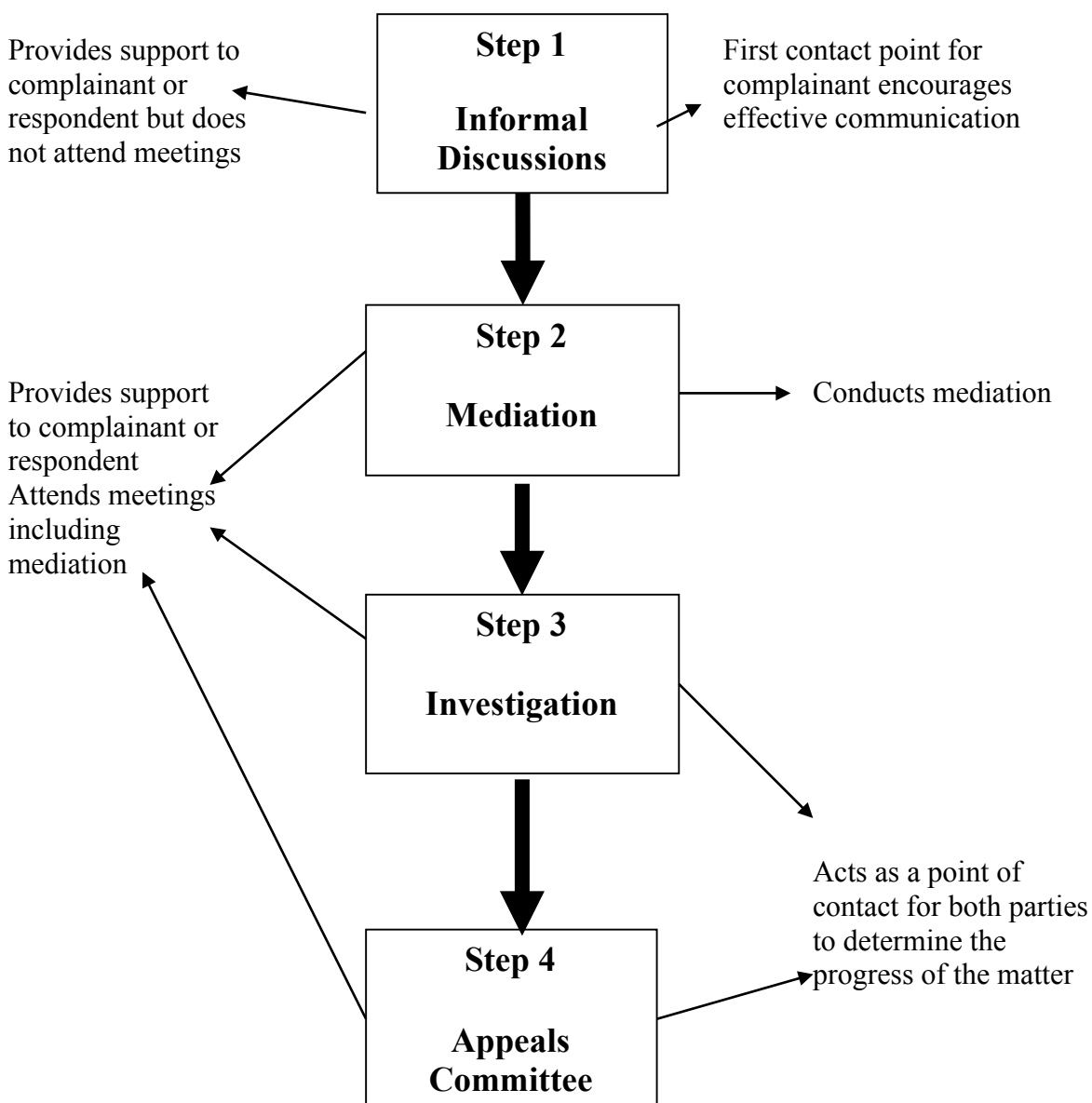
The table below details the four steps the College endorses as part of its grievance policy. The location of the full text of Al-Faisal College’s policies can be accessed by request from the Executive Principal or found on our school website www.alfaisalcollege.com.

THE PROCESS

Role of Support Person

Officer

Role of Contact



The location of the full text of Al-Faisal College’s policies can be accessed by request from the Principal or found on our school website www.alfaisalcollege.com

Policies for Complaints and Grievances Resolution (Campbelltown and Liverpool Campuses)

The School has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness. Procedural fairness refers to the “hearing rule” and the “right to an unbiased decision”.

The College values the feedback it receives from parents and the community. Responding to both positive and negative comment is integral to the School's commitment to open communication with the School community and general public. Complaints about any aspect of the School's operations, service or staff will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint through a clearly articulated process and one that respects the confidential nature of such matters. The School learns from criticism and these are treated as constructive suggestions that should be used to improve what we do and how we perform.

Broadly speaking, there might be three levels of complaint: Low level – able to be reconciled by informal discussion between the parties involved and not following a formal process; Mid-level – involving a more structured process and the participation of Middle management; Serious to severe – following strict procedure and involving Senior staff and ultimately the Head of Campus or in the event that the complaint is made against the Head of Campus, the Principal and/or the Chair of the School Board.

A complainant may at any stage choose to take their complaint directly to an external agency such as the, Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.

The Policy is based on:

Responsiveness: Complaints should be acknowledged immediately; responded to promptly and resolved in a transparent and a fair way. The process and timeframes for resolution may vary depending on the nature, complexity and timing of the matter.

Fairness: Any process needs to be fair, both to the complainant and those against whom the complaint is directed. All parties must be protected from loss of confidentiality. Ideally, a disinterested party should investigate any complaint. If a conflict of interest arises for the staff member involved in the receipt or management of a complaint, the Principal will arrange for an independent staff member to continue with the process and hear the complaint. If the complaint involves the Principal, the Principal will inform the Chair of the School Board.

Confidentiality: To protect confidentiality and privacy, staff involved in handling complaints resolution must ensure that information is restricted only to those who genuinely need to know in order to deal with the complaint. Some information about the specific complaint may need to be disclosed to others during its resolution. The complainant needs to be informed of this. The school will not act on anonymous complaints under this policy.

Summary of Procedure for Raising a Concern or Making a Complaint

The school recognises that there are concerns and issues that may be resolved informally without the need to follow a formal process. In such cases, complainants are encouraged initially to raise issues or concerns informally

with the relevant person at the time of the issue arising. Discussing the issue or concern immediately and face-to-face may clarify the situation and resolve any misunderstandings satisfactorily.

In the event that an informal approach does not resolve the issue, the complainant should then contact the Welfare Coordinator. If there is still a concern, then the person making the complaint should bring it to the attention of the Head of Campus or the Principal. In the event that there is a complaint about the Head of Campus, such complaint should be directed to the Principal. In the event that there is a complaint about the School Principal, such complaints should be sent directly to the Chair of the School Board.

Complainants should be told the process for complaint resolution and an indication of how long it will take to deal with a complaint; Complainants should be kept informed of progress on resolving the complaint where relevant; and it is expected that written complaints be acknowledged within 7 days of receipt.

Records: All complaints that cannot be resolved informally will be recorded by the staff member handling the complaint and kept on the relevant files. Details should include: the nature of the complaint; dates and names of parties concerned; staff members involved in handling the complaint; and action taken and outcomes

The location of the full text of Al-Faisal College's policies can be accessed by request from the Head of Campus or found on our school website <http://afc.nsw.edu.au/>

Anti-Bullying (Multi-Campus)

Al-Faisal College is committed to providing a safe and supportive teaching and learning environment for students and staff. The College's anti-bullying policy and procedures are underpinned by Islamic values of individual respect and acceptance of difference and diversity in our school community. At Al-Faisal College there is a zero tolerance of bullying behaviour in any of its many forms.

The policy is directed at both **preventing** and **responding** to incidences of bullying in the school community through a multi-faceted, long term, whole school approach.

Al-Faisal College aims to create a positive anti-bullying culture where it is acceptable and encouraged to report incidents of bullying.

The school is committed to a process that seriously and sensitively responds to reports of bullying by students or staff, victims or witnesses and provides a basis for working with the bully to modify their negative behaviour.

The location of the full text of Al-Faisal College's policies can be accessed by request from the Executive Principal or found on our school websites www.alfaisalcollege.com or <http://afc.nsw.edu.au/>

Accessibility of and Changes to Policies

To ensure that all aspects of the College's mission for providing safe and supportive environment are implemented, the following policies and procedures were in place during 2015. Most policies are available on the schools website at www.alfaisalcollege.com and <http://afc.nsw.edu.au/>.

Policy	Changes in 2015	Access to full text
Emergency Response	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Attendance	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Behaviour Management	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Chemical Safety in School	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Excursion and Incursion	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Student Uniform	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Student Welfare	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Educational and Financial Reporting	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Enrolment	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
Teachers Employment	Policy reviewed	Distributed to all staff.
Workplace Health and Safety	Policy reviewed	The full text of the policy can be accessed by request from the principal or from the school website.
School Security Policy	New Policy	The full text of the policy can be accessed by request from the principal or from the school website.

Reporting Area 10: School Determined Improvement Targets

2016 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	● Provide further professional development in the area of reading ● Continue to work on improvements to student Reading results in NAPLAN. ● Complete the redevelopment of the Year 2 Get Reading Right Program ● Continue to target students at risk through improvements in identification, implementation and tracking procedures ● Begin reading fluency classes in Years 2 and 3 with students identified through DIBELS assessments ● Provide professional learning based on the new Geography K-6 syllabus. ● Ensure all staff are using appropriate literacy strategies in all faculties across the secondary school years ● Research potential numeracy based intervention programs across K-9
Student Achievements and Welfare	● Commence Valid (Science) testing on Year 6 ● Finalise matrix, scope and sequence and lesson plans for K-10 PBIS program in order to launch the program in 2016 ● To enhance student awareness of the importance and benefits of voluntary service ● The reading comprehension curriculum be differentiated (in terms of the Super 6 strategies) and student results continue to improve from semester to semester and year to year ● Move the PAT-Reading standardised test to on-line to receive more timely and effective feedback of student achievement. Introduce PAT-Maths across Years 1-10 ● Expand the Phonics Screening Check introduced last year to also include a Term 4 Kindergarten Check

	Analyse students reading and numeracy achievement through SMART data to target weaknesses
Staff Training	- Series of in-services conducted on literacy across the secondary curriculum to ensure staff are following a clear teaching and learning cycle that incorporates literacy strategies - Pilot the use of Edumate (Student Management System) for attendance, assessing and reporting across K-6 - Continue the College's partnership with Get Reading Right with consultants leading demonstration and observation sessions with K-2 staff - Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid course twice in the year - Continue to support the New Scheme Teachers throughout their stages of accreditation - Formulate teacher accreditation policies in line with new TAA requirements. Finalise and in-service staff on the new TAA guidelines
Facilities and Resources	- Begin the construction of Building E (Auburn Campus). - Begin construction work of new Science labs and playground (Campbelltown Campus). - Seek BOSTES registration for Al-Faisal College to operate as three separate school rather than campuses - Begin next stage of construction work at the Liverpool campus (Phase 3) - See BOSTES registration for Years 7 and 8 (Liverpool campus)

Achievements of priorities identified in school's 2014 Annual Report

Area	Priorities	Achievements
Teaching and Learning	● Provide professional learning based on the new Mathematics, Science and History K-6 syllabi. ● Improved literacy intervention strategies in Early Stage 1 and Stage 1. ● Continuing daily morning literacy blocks across K-6. ● Redevelopment of the Get Reading Right phonics program across K-2. ● Administer the Prelit program to all Kindergarten students in staff: student ratio of 1:5 throughout Term 1.	● Professional development workshops and meetings were organised for the new NSW Mathematics, Science and History Syllabuses. This was led by the College's curriculum coordinators. ● 25% of students provided with Minilit intervention in Year 1 to support their reading needs. Phonics Screening Checks also administered to more effectively identify students underachieving and needing intervention. ● All K-6 classes have timetables that ensure they have a two period uninterrupted time to teach literacy explicitly to their students. ● Interventions Coordinator released from regular duties. Redevelopment of Kindergarten and Year 1 Phonics program completed. Year 2 program will be redeveloped in 2016. ● All Kindergarten students received Prelit by a trained Prelit instruction for the first 7 weeks of Kindergarten in small groups. Pre and Post test results

	● Expand the use of the Corrective Reading program across Years 3-6 to provide greater support in comprehension and to complement the school's use of the SUPER 6 comprehension strategies.	indicate significant improvements were made by students. ● Students who have mastered Phonics but continue to show underachievement in reading were placed in the Corrective Reading program. Many students showed impressive gains as a result of the intervention. The College uses PAT-R to monitor student reading (comprehension) across Years 2-6.
Student Achievements and Welfare	● Introduce/administer a Phonics Screening Check in Term 4 to all Year 1 students. ● Administer the PAT-Reading standardised test to all Years 2-6 students at the beginning and end of the school year. Student growth to be monitored/measured through the use of effect sizes (Hattie). ● Writing rubrics to be used to assess and provide student feedback on all writing tasks across K-6. ● Better utilisation of College's Student Management System (SMS) in the high	● 84% of students successfully passed the Year 1 Phonics Screening Check ● PAT-R administered to all Year 2-6 students. Effect sizes recorded: - Year 2: 0.89 - Year 3: 0.82 - Year 4: 0.48 - Year 5: 0.54 - Year 6: 0.34 An effect size above 0.40 is recommended. ● All writing assessment tasks now contain a rubric to provide students and parents with specific, effective and timely feedback. ● Some outstanding issues have been resolved with Edumate. The

	school. Begin planning phase for using the SMS across K-6 for assessment and reporting purposes. Analyse students reading and numeracy achievement through SMART data to target weaknesses.	College will now pilot using Edumate for assessment and reporting in 2016 (primary). Staff were given access to SMART data. Staff were requested to analyse data and use the available teaching strategies within units of work and teaching programs
Staff Training	- Provide all Kindergarten staff and paraprofessionals with training in PreLit. - Continue the College's partnership with Get Reading Right with consultant leading demonstration and observation sessions with K-2 staff. - Encourage all K-12 staff to have a valid First Aid certificate by conducting the first aid course twice in the year. - K-6 Curriculum Coordinator to attend Spell-It in-service to determine	- All Kindergarten and Paraprofessional staff were provided with PreLit training in January (see 2015 Professional Development Log) - External consultants from Get Reading Right were utilised throughout the year. Senior staff also attended specific training. These senior staff have become 'Phonics Champions' and are now responsible for mentoring staff across K-2. - All staff employed at the College have completed the Senior First Aid course. - Curriculum Coordinator attended the Spell-It in-service (see 2015 Professional Development Log).

	whether to implement the spelling intervention program.	The College is considering utilising the program as a spelling intervention program in the future.
Facilities and Resources	● Completion of construction work of Building D (Auburn Campus). ● Seek DA approval with local council for construction of Building E (Auburn Campus). ● Seek local council and BOSTES registration for the opening of the College's third campus at Austral. ● Resolve outstanding building and facilities issues with Campbelltown council (Campbelltown Campus). ● Greater play areas for students (Auburn campus). ● Improved facilities for VET courses through the Completion and utilisation of the Trade Training Centre to offer accredited courses in	● Students began to use all facilities in Building D, including the Trade Training Centre. Students now have the opportunity to complete a Certificate II in Kitchen Obligations. ● DA approved by Council for the construction of Building E. Construction will commence in 2016. ● Austral Campus began operating as Al-Faisal College's third campus on the 27th of April 2015. ● All issues around building and facilities have been resolved with BOSTES and local council. The Campbelltown campus has been granted a 5 year renewal of its school registration and accreditation. ● The completion of construction of Building D has also resulted in greater play areas for students. Students can now play on the synthetic grass area. ● The construction of the Trade Training Centre has been completed. Students can now complete a Certificate II in

	commercial cookery (Auburn Campus).	Kitchen Obligations (former known as Commercial Cookery).
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Reporting Area 11: Initiatives Promoting Respect and Responsibility

The College's Mission Statement of Faith, Knowledge and Success helps the school to focus on the physical, social and emotional development of students that will produce future citizens imbued with Australian and Islamic values and knowledge.

Our aim is for each student to recognise that they are an integral and valued part of the school community, with parents and staff working together to provide pastoral care and support that develops self-esteem, mutual respect and responsibility.

At Al-Faisal College, all students from each campus, Auburn, Campbelltown and Liverpool have the right to:

- enjoy a safe school environment
- be treated with courtesy and respect
- understand school rules and the consequences of breaking them
- expect that personal and school property is secure and treated with respect
- learn to the best of their ability in an inclusive school setting
- participate in a school community which promotes universal values

We are of the firm belief that students have the right to feel safe whilst learning and be treated with respect. This is to be achieved through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network and the proper guidance of behaviour and discipline.

Each student has individual skills, talents and personalities. Students at Al-Faisal deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2015, the following initiatives were undertaken to promote respect and responsibility amongst our students and within the wider community.

‘Respect, Understanding and Acceptance’ Day (Auburn)

Year 9 students came together at the Jewish museum with their peers from Catholic, Jewish, Protestant, and Public schools as part of an interfaith project organised by the Jewish community. Each school gave a twenty minute PowerPoint presentation about their culture and religion.

Facilitated Self Esteem Workshops (Years 7) (Auburn)

Four hour workshop that addressed self-esteem, self-talk & positive thinking, bullying, teamwork and effective communication. The aim of the workshop was to promote positive self-esteem and encourage positive thinking. Students partook in activities and practical learning tasks in order to improve social skills for basic interactions, and role-played effective communication skills to enhance interpersonal relationships.

Canterbury Bulldogs Anti Bullying Presentation (Auburn)

As part of the Canterbury Bulldogs “Community Carnival” four current rugby league players gave a presentation on self-esteem, personal confidence and responding to bullying. The players addressed Year 7 and 8 boys in the school auditorium and also answered a range of questions from the students.

Elevate Educate ‘Study Sensei’ Workshop (Year 12) (Auburn)

Year 12, students attended the ‘Study Sensei’ workshop to address the question: “What is study?” and provide students with a road-map for what work they will need to do during the years ahead. Students learnt skills required to work consistently, stand out on assessments, learn independently and the importance of practice papers. They also looked at in-depth effective time management and how to develop a study routine, work smart, study in groups and deal with procrastination.

Year 11 & 12 Stress Management workshop (Auburn and Campbelltown)

Workshop ran by school counsellor that looked at stress, symptoms of stress and different methods of dealing with stress. The following was addressed: eating healthy, sleep hygiene, positive thinking, relaxation/meditation and effective study skills.

Careers Night (Auburn and Campbelltown)

Annual Careers Night for students in Years 11-12 and their parents. Important career resource where students and their parents obtained relevant career advice. Students and parents were able to speak directly with representatives from Australia's leading education providers. They were also able to meet university students and professionals from a wide range of employment fields including: Medicine, Law, Engineering, IT, Pharmacy, Business, Commerce, Speech Pathology, Psychology, Accounting, Oral Health, Journalism and more.

The Careers Night allowed students and parents to have questions answered about subject choices, university admission, university life, and workplace experience.

HALOGEN - National Young Leaders Day (Auburn and Campbelltown)

Students were provided with the opportunity to extend their knowledge and practical skills in the areas of excellence and leadership. The day inspired and motivated current leaders in our school. The day was very educational and entertaining and allowed our students to develop leadership skills so that they can have a positive influence on those around them.

Harmony Day (Auburn and Campbelltown):

By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. The message of Harmony Day was Everyone Belongs.

Celebrations included colouring in and poster design competitions and discussions about cultural diversity at school and the broader community. Students were also encouraged to interview/ discuss with family and friends their story and then had the opportunity to share in class.

Cultural Day (Liverpool)

To promote respect and tolerance students participated in Cultural Day. Students wore their cultural clothing and engaged in discussion about our cultural differences and the importance of diversity in society.

The students also engaged in a respect workshop. The teachers read to the students a series of stories from the 'The Best Me I Can Be' series that focused on such topics as sharing, respect, acceptance, being responsible and

how to be a leader. Students participated in discussions around the topics and then identified how they can be the best me by writing into a body template. These were displayed to remind students how we can all be the BEST ME.

ANZAC Day and Remembrance Day (Auburn and Campbelltown)

Students were engaged in various activities including discussions and presentations. Selected students from K-12 also attended the ANZAC Commemoration Service held at the ANZAC Memorial, Hyde Park as well local ceremonies at Auburn RSL and the school auditorium

Student Representative Councils (SRC)

Organised various events with the highlight being the charity drive during Ramadan in which close to \$25,000 was collected for various charities.

Candlelight Walk to Save Lives (Auburn)

Staff and students participated in the “Auburn Together 4 Hope” Community Walk held on World Suicide Prevention Day and “RUOK” Day as a symbol of our desire to create a community that cares and supports everyone.

AFC Toy Drive (All Campuses)

Primary and high school students together visited a number of western Sydney hospitals as part of the school’s annual toy drive. The students distributed gifts to children in the paediatric and oncology wards as well as meeting key health professionals.

Make a Difference Day - Parliament of NSW (Auburn)

Three Year 10 students participated in in a new Civics and Citizen programme developed by NSW Parliamentary Education. The course aimed to provide students with an opportunity to explore how Australian democracy works and how they can engage as informed and active citizens in our schools and communities. The keynote address was given by the Hon Michael Kirby AC CMG.

‘Life Lessons’ Anti Bullying Workshop (Auburn)

Year 7, 8 and 9 students participated in workshops on peer relationships and bullying. Topics under discussion included “Truths and Myths” about bullying, different forms of bullying, the role of bystanders, dobbing versus reporting, Cyber-Safety and the importance of support networks.

Reid Student Advisory Panel (Auburn)

Craig Laundy the Federal member for Reid organised the Reid Student Advisory Panel to bring together young leaders from our local community. Held each term the panel comprises year 11 students drawn from a range of high schools in the Reid electorate. Members discussed the prevalent issues affecting youth today and worked collaboratively to tackle these issues.

Young Women's Leadership Seminar (Auburn)

Two year 11 girls attended the Young Women's Leadership Seminar held at the Parliament of NSW. The aim of the seminar was to discuss concepts and definitions of leadership and issues that might affect women in leadership roles, and to provide the opportunity for participants to meet a variety of women leaders.

Global Dignity Day (Auburn)

Held at the Parliament of NSW, the conference focussed on strengthening the fabric of our common humanity so that we realise that we are interconnected, that we are all in this together. And that the hardship that is experienced by another person also affects us. The key note address was presented by the Hon Michael Kirby AC CMG. Through facilitated small groups student were given the opportunity to further explore the concept of dignity and to discuss their experiences of dignity in their own communities.

NSW Schools Constitutional Convention (Auburn)

The topic for this annual convention was "The Role and Nature of the Senate". The programme included keynote speakers, group discussions and a referendum on the topic. At the conclusion of the day, students elected delegates to attend the National Convention in Canberra.

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Each student has individual skills, talents and personalities. Students at Al-Faisal deserve to be treated equally, fairly and justly. The rights of students coincide with the responsibility of students to ensure that their behaviour and actions allow other students the rights they deserve.

In 2015, the following initiatives were undertaken to promote respect and responsibility within the school community. These include:

- No Bullying At Al-Faisal
- Peer Support Programs
- ANZAC Day Commemorations
- Individual Student Monitoring Program
- Student Representative Councils (SRC)
- Student Organised Charity Fund Raising
- Harmony Day Activities
- Charity Drive: Students participated in a massive Charity Drive and were able to collect and distribute hundreds of toys to various hospitals across Sydney.

Reporting Area 12: Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought at Al-Faisal College. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Student Satisfaction

A survey is completed annually by selected students from Years 3 to Year 12 as an indicator of life at the College for students. The indicators of satisfaction were all extremely high from all student cohorts, particularly the section that they would recommend the College to other students. This is not surprising considering the high level of student involvement in all aspects of College life and the pride our students have in being able to represent the College when given the opportunity.

Throughout the year, we received in most weeks some kind of positive feedback on our students. This ranged from members of the public coming into the College office to personally tell us how impressive our students were in public to former Year 12 students letting us know their progress since having left the College.

The following findings were obtained from student surveys:

Students express their views on the areas they believe they need support in. Of the students surveyed, 37% of primary and 46% of secondary students identified numeracy as the area they required most support in. A mere 12% of primary and 13% of secondary students identified reading as the area requiring most support. A possible explanation for the high numeracy figures could be that unlike the literacy strands of reading and writing that are subjective, numeracy is more objective making Mathematics an area that students can more easily identify areas of concern or development. This trend has been consistent with data collected in previous years.

It is also evident from the student survey results that many secondary students hold the belief that the school and its teaching staff should place a greater emphasis on the use of computers and educational software and allow more opportunities for research and exploring the internet.

81% of secondary students believed that their ICT levels has improved as a result of ICT lessons and resources provided by the school compared to 67% of primary students who believe that they had seen an improvement in their ICT skills. 70% of students believed that staff use a range of electronic learning tools to teach literacy or to increase student engagement.

Parent Satisfaction

Parent satisfaction was evident informally throughout the year through the constant letters, cards, emails, thank you gifts and endless numbers of parents verbally praising the college. These were all strong indicators of our effectiveness. A more formal survey of all parents was conducted late Term 3. This very detailed instrument supported the anecdotal evidence gathered throughout the year. The results were overwhelmingly positive.

Parents applying for enrolment had the opportunity to provide reasons for wishing to enrol their children at the College. The most common response was because of the reputation of being a high achieving school that also has a strong focus on the Arabic language and Islamic Studies.

Numbers applying each year to enrol continue to exceed the number of places available, which is a strong sign of parents' confidence in the College. Throughout the year families regularly enquire if there are any vacancies in the various year groups.

The following findings were obtained from the surveys:

Overall, parents of the College had a favourable view of the school, with 91% of parents feeling that the school is meeting the learning needs of students.

When prompted about whether the facilities, resources and use of technology at the College have improved over the past 12 months, 82% responded favourably.

Since 2013, the College has invested quite heavily into supporting the reading needs of students within the primary years. Therefore, the school was keen on wanting to gauge the opinions of parents regarding whether they have seen a significant improvement in their child's reading ability over the past 12 months. 86% of parents responded 'agree' or 'strongly agree'. This figure indicates that parents are highly satisfied with the vision and direction of the school.

The surveys also shed some positives with regards to parent involvement and participation. 79% of parents indicated that they would attend future literacy workshops that supports learning. This places the College in a position to further maximise the impact of the effects of the 'Getting Reading Right' phonics program and guided reading that the school hopes to expand on in 2016. Parents will be invited to sessions introducing them to the synthetic phonics program to support students at home.

The parent survey also indicated that they believed 93% of students 'read for fun' at home. This figure lays the foundation for continued home/school partnerships to ensure student participation in the Premier's Reading Challenge, Phonics Hero and Mathletics etc improves.

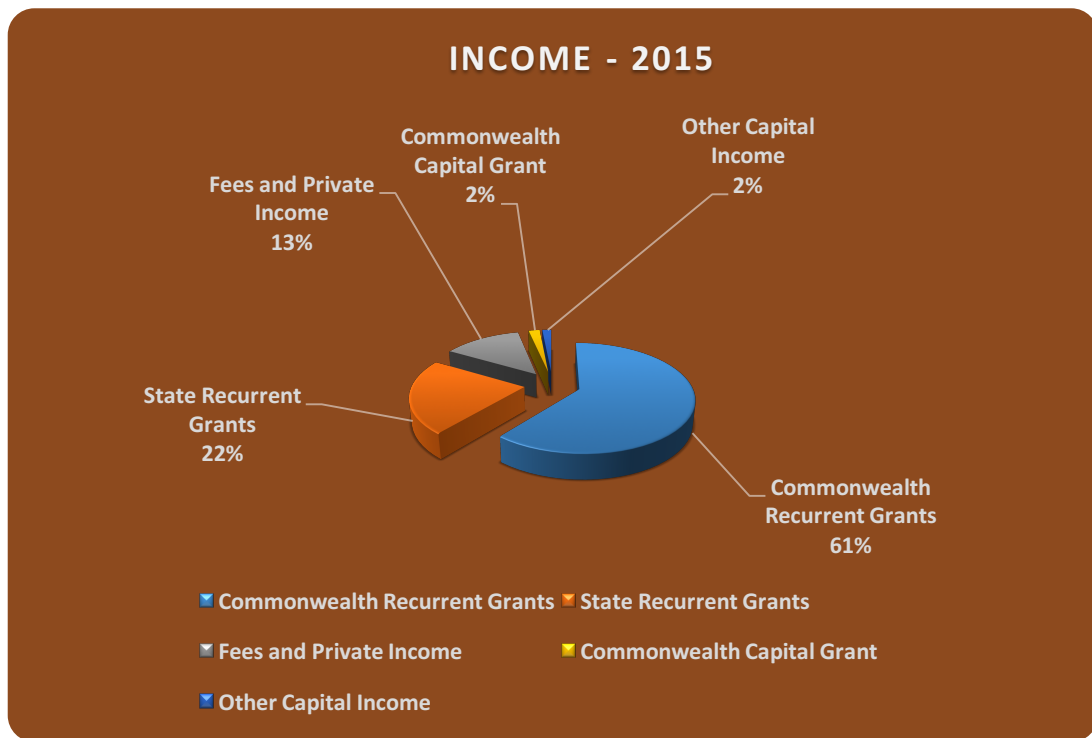
Teacher Satisfaction

A staff survey was also conducted this year. It was not surprising to find that it was very positive. There were only few staff vacancies at the College advertised at the end of the year. This is a testament to the high satisfaction rate staff have as members of the College and their desire to remain working here. The main reasons for staff leaving the College was for maternity leave or promotions. Staff commented that knowing the goals for the year enables them to engage better with achieving improvements in the College.

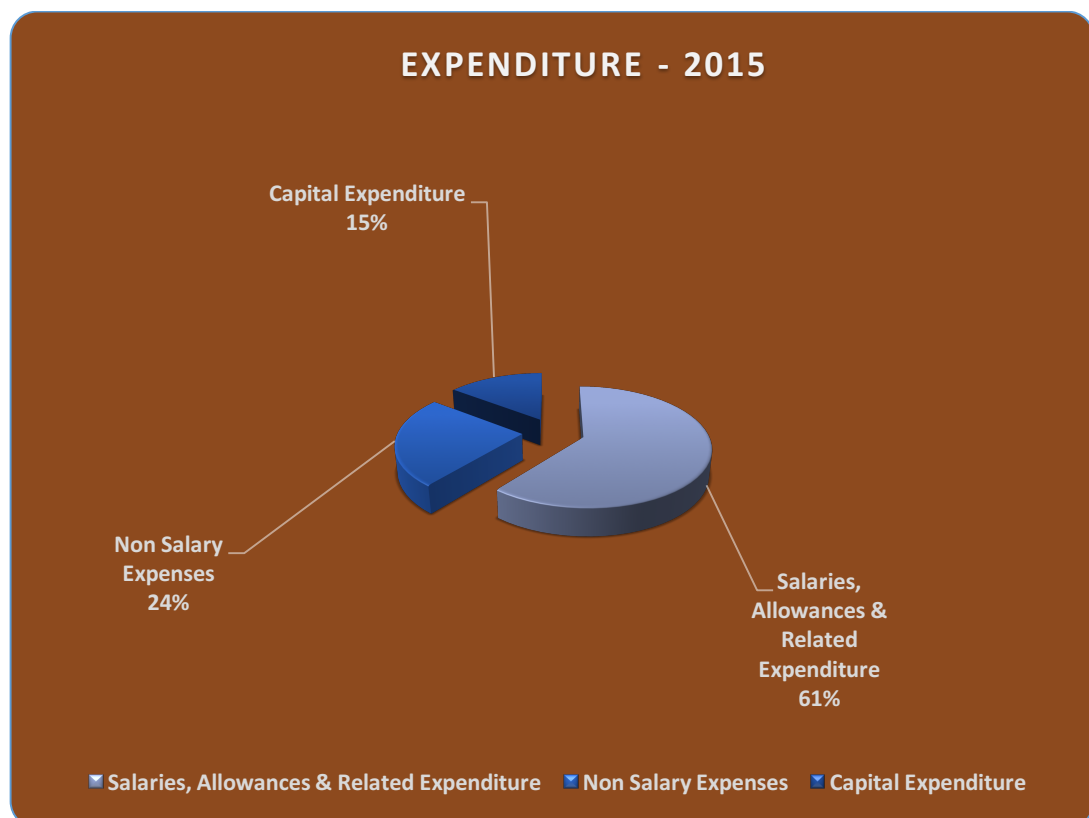
Staff indicated that during 2015 they were generally very satisfied in all areas of our school, particularly in terms of relationships, staff morale/culture, school operations, work roles and work value/recognition. Staff usually meet once a fortnight in formal meetings where they expressed their thoughts, ideas and concerns. Staff also felt welcome to email or see the Principal and Deputy Principals in person for any matters that are causing them concern.

Reporting Area 13: Summary Financial Information

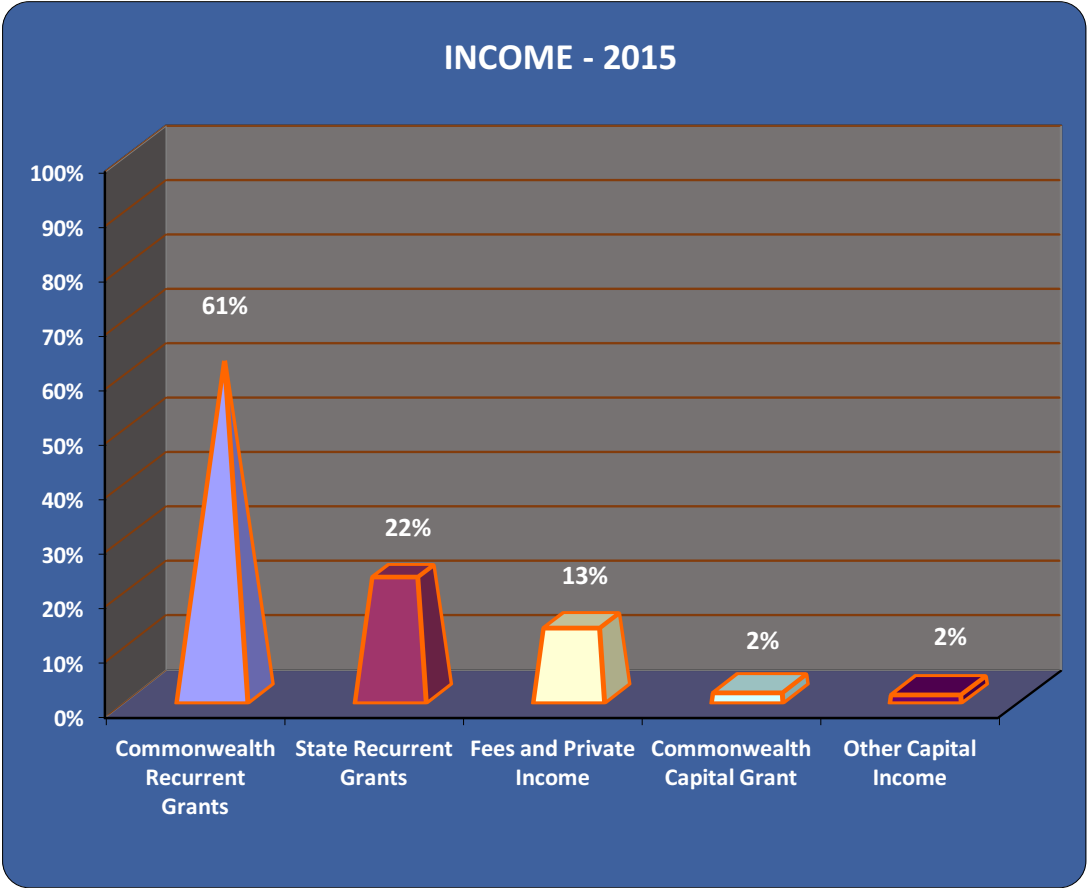
Graph One: Recurrent vs Capital Income represented below



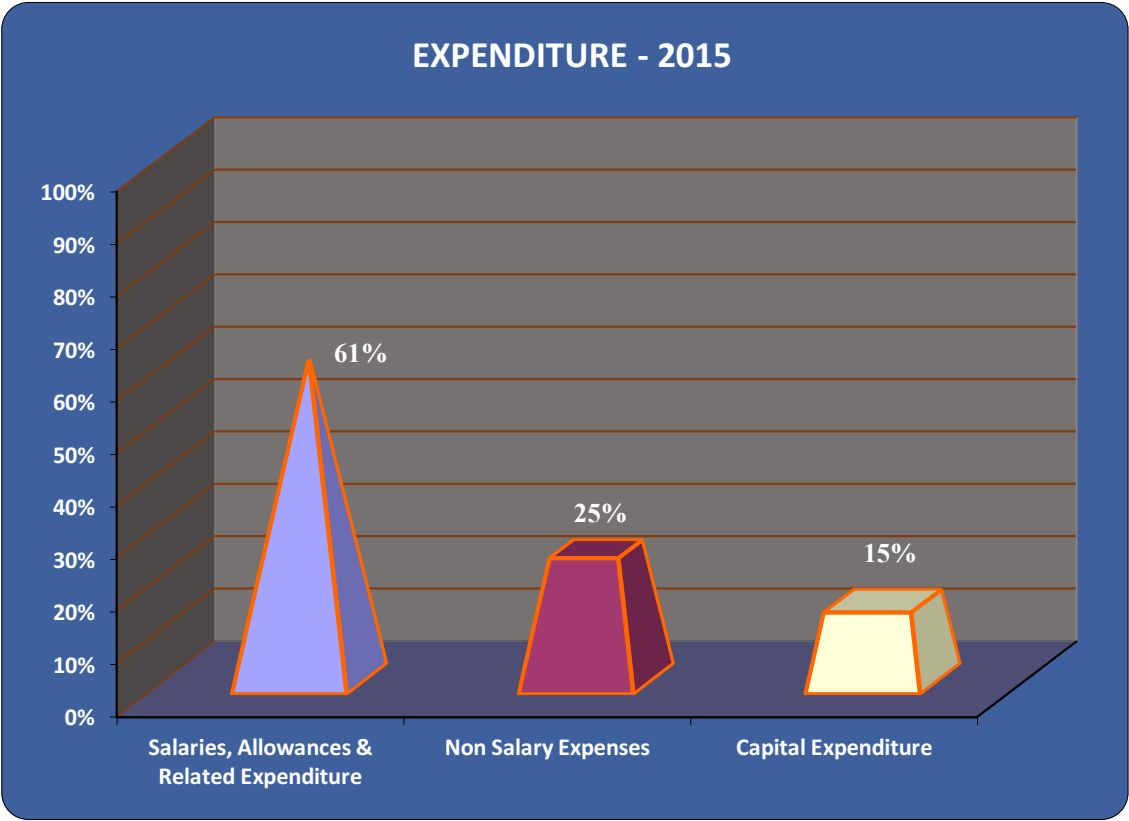
Graph Two: Recurrent vs Capital Expenditure represented below



Graph Three: Recurrent vs Capital Income represented below



Graph Four: Recurrent vs Capital Expenditure represented below



Reporting Area 14: Publication Requirements

Refer to page 5 of Al-Faisal College's Educational and Financial Reporting Policy. The policy includes information covered by these requirements and is outlined in the 'Annual Report Procedures and Publication Requirements' section of the policy. This includes documented procedures and publication requirements pertaining to:

- publicly disclosing information. The College's annual report is published and its availability advertised online on the school's website.
- providing the school's annual report in an online or appropriate electronic form to the BOSTES unless otherwise agreed by the BOSTES.
- the school producing a report by no later than 30 June in the year following the reporting year that relates to each school year.